

Window to World History

(2nd Edition)

Class VII

TG

Title Verso

INTRODUCTION

Welcome to the teaching guide for Grade 7 History.

The Second Edition of 'Window to World History' is a series of three books for Middle School (VI–VIII) developed within the framework of the Learning Outcomes of the Pakistan National Curriculum 2022.

History provides a window into the past, allowing us to understand the foundations of our present society and the events that have shaped the world we live in.

This teaching guide is designed to assist educators in delivering engaging and informative lessons that will inspire students to explore the fascinating world of history. By using this guide, you will have access to a variety of resources and strategies to create dynamic learning experiences for your students.

It is based on modern teaching pedagogies and aims to enhance your lessons by providing comprehensive support in lesson planning, activity ideas, assessments, and additional resources. It will help you foster creative and critical thinking, promote historical inquiry, and develop students' skills such as:

Map reading • Interpreting timelines • Inquiry and critical thinking • Role-play • Research • ICT • Gathering and presenting information • Communication • Problem solving • Collaboration

By utilizing a variety of teaching strategies, you will be able to cater to diverse learning styles and engage students in meaningful discussions and projects.

Throughout this guide, you will find the following features to guide your instruction which will enable you to structure your lessons effectively, ensuring that you cover important content while promoting deeper understanding and historical thinking skills.

1. Key points of the chapter:

Key points covered in each chapter have been enclosed which are based on the SLOs provided by the Pakistan National Curriculum 2022.

2. Core vocabulary:

This is the same as the glossary at the end of each chapter in the book. It enlists the words in the order of appearance in the chapter. Encourage the students to use this specialized vocabulary in responses or class discussions.

3. Sample lesson plan:

One sample lesson plan has been made for you, for each chapter. We understand that each classroom is unique, and this guide provides flexibility for you to adapt the materials to suit your student's needs and interests. You may use the same lesson planning template for other lessons or modify it as per requirement.

4. Suggested Activities:

This section has a range of innovative activities, including group discussions, role-plays, hands-on projects, research assignments, STEAM-integrated activities, and multimedia resources, to make the learning experience interactive and engaging.

5. Responses to questions at the end of the chapter:

A guide of potential responses to exercises at the end of each chapter in the book is provided.

6. Additional assessments:

Additional assessments have been provided in the form of printable worksheets at the end of each chapter. This resource can be used, in part or as a whole, for reinforcement or assessment of the students' learning.

As a teacher, you play a vital role in nurturing students' curiosity, empathy, and critical thinking abilities. By using this teaching guide, you will have the tools and support necessary to create a vibrant and inclusive learning environment where students can develop a lifelong appreciation for history.

Thank you for your dedication to teaching history and inspiring the next generation of historians. Let's embark on this exciting journey together!

CONTENTS

Chapter Number	Chapter Title	Page
1	<i>The Fall of the Roman Empire</i>	1
	<i>Worksheet 1</i>	7
2	<i>The Umayyad and Abbasid Dynasty</i>	9
	<i>Worksheet 2</i>	15
3	<i>Seljuk, Fatimid, Ayyubid, and the Crusades</i>	19
	<i>Worksheet 3</i>	23
4	<i>Safavid and Ottomans</i>	25
	<i>Worksheet 4</i>	28
5	<i>Muslim Rule in South Asia: The Delhi Sultanate</i>	31
	<i>Worksheet 5</i>	36
6	<i>The Legacy and Zenith of the Great Mughals (1526– 1707 CE)</i>	41
	<i>Worksheet 6</i>	45
7	<i>The Modern World: Age of Exploration</i>	47
	<i>Worksheet 7</i>	52

THE FALL OF THE ROMAN EMPIRE

Key points of the chapter

1. The beginning and flourishing of ancient civilisations
2. The rise and fall of the Roman Empire
3. Feudalism and its key features
4. The Byzantine Empire and its historical significance
5. Influence of Church in the medieval period
6. Introduction to Crusades

Sample lesson plan

Lesson Objectives

At the end of the lesson, students should be able to:

- explain why ancient civilisations developed near the rivers.
- trace the importance of trade routes for ancient Rome.
- identify the causes of the fall of the Western Roman Empire.

Duration: 40 minutes

Resources: textbook pages 2–3, political map of the world, enlarged version of map on page 2, Internet, projector, globe

Introduction: 5 minutes

Ask students to look at the picture on page 3 and say whether they have seen this picture before. Elicit responses about this picture by asking how old the building is; for what purpose it might have been built, etc. Students will read page 3 of the textbook.

Explanation: 25 minutes

Hang an enlarged version of the map on page 2 on the board or wall. If you are unable to arrange an enlarged version, use the Internet and a projector to find a map online and show. Place a present-day political map of the same location next to it. Students will point out how has the world changed and what does the map show. Are the changes significant with respect to places, rivers, and borders? They will analyse the sea and land routes on both maps and talk about their significances in the past and present times.

Explain the significance of extended riverbanks in the past as to how the soldiers of vast empires used them to protect their people from enemies. This was possible only because the infrastructure, such as roads, mass weapons, tanks, etc. were non-existent and riverbanks were long, intricate, and dense to cross-over. Moreover, the entire communities inhabited the plains and depended on the river water to survive. Hence, the empires grew and the rivers became significant in history.

Today, the geography has changed due to conflicts, conquests, and climate change. The rivers have shifted their course, the water bodies are no longer wholesome, and the lands have become less fertile.

CORE VOCABULARY

bilingual
chivalry
epidemic
fortified
hierarchy
inscribed
legion
millennium
monarchs
plague
prosperity
urban
vassal
paved

Talk about the importance of how sea trade fared in the past and how it is conducted in the present times. Use the world map to point out the key water bodies. Explain how sailors make use of the compass like the geographers do.

Introduction to the Reasons for the Fall:

Present an overview of the reasons for the decline and fall of the Western Roman Empire using the information provided on page 3.

Emphasize that multiple factors played a role in its collapse and that historians continue to debate the exact cause.

Provide a brief description of each reason and its significance.

Detailed Exploration of Reasons:

Divide the class into small groups and assign each group one of the seven reasons for the fall of the Western Roman Empire.

Instruct the groups to research and discuss their assigned reason using resources such as textbooks or online materials.

Each group should prepare a short presentation summarizing their findings.

Group Presentations:

Allow each group to present their assigned reason to the class.

Encourage students to ask questions and engage in a discussion after each presentation.

Summarize the main points from each reason and address any misconceptions or additional questions.

Reflective Activity:

Engage students in a reflective activity to encourage critical thinking and synthesis of the information presented.

Provide the following prompts for individual or small group discussions:

Which reasons do you think had the most significant impact on the fall of the Western Roman Empire? Why?

How might these reasons be interconnected?

What lessons can we learn from the fall of the Western Roman Empire?

Conclusion: 5 minutes

Put a globe on your desk and ask students to pinpoint which present-day countries could Rome possibly trade with. Reinforce the importance of sea trade, as it was the main mode of trading activity in those times.

Class work: 5 minutes

In their notebooks, students will write the names of the countries with which Ancient Rome possibly traded.

Homework: Students will look up 'Origin of Feudalism in Europe' on the Internet and collect information on its influence in Medieval Europe..

Pre-reading for next lesson: textbook pages 4–6

Suggested Activities:

1. Read a Historical Fiction Book:

Select a captivating historical fiction book set in the medieval world or during the Roman Empire's rise and fall. Encourage students to read the book and discuss its themes, characters, and historical accuracy. This activity helps students develop a deeper understanding of the time period through engaging narratives.

2. Feudalism Simulation:

Divide the class into different roles representing the various social classes in feudal society, such as kings, nobles, knights, and peasants. Create a simulated feudal system where students experience the hierarchy, responsibilities, and power dynamics of each class. This activity fosters empathy and understanding of feudalism's impact on society.

3. Medieval Food Fair:

Organize a classroom event where students research and prepare traditional medieval dishes. Each student or group can choose a recipe, gather ingredients, and present their dish to the class. Encourage them to discuss the origins, ingredients, and cultural significance of the food. This activity provides a hands-on exploration of medieval culinary traditions.

4. Castle Design and Construction:

Instruct students to design and build their own model castles using materials such as cardboard, popsicle sticks, or clay. They can research different castle designs, learn about defensive features, and incorporate historical accuracy into their creations. Students can present their castles to the class and explain their design choices. This activity promotes creativity and understanding of medieval architecture.

5. Roman Empire Board Game:

Have students create their own board games centered around the rise and fall of the Roman Empire. They can design game boards, cards, and rules that incorporate historical events, figures, and challenges. Encourage them to think critically about cause-and-effect relationships and strategic decision-making. Students can play each other's games and provide feedback. This activity fosters critical thinking and understanding of historical processes.

6. Historical Artifacts Exhibition:

Ask students to research and select significant artifacts from the medieval world or the Roman Empire. They can create visual displays showcasing the artifacts, including descriptions and historical contexts. Organize a classroom exhibition where students present their displays, explain the artifacts' significance, and engage in discussions about the time period. This activity encourages research skills and deepens understanding of material culture.

7. Roman Empire Timeline:

Collaboratively create a visual timeline of key events and figures from the Roman Empire. Divide the class into small groups and assign each group a specific time period or theme to research. Students can design timeline posters or digital presentations, highlighting the major milestones

and their historical significance. This activity promotes collaboration and visual representation of historical information.

8. Historical Debate:

Organize a class debate where students take on different roles and argue for or against significant decisions or events in the Roman Empire's history. Assign roles such as emperors, senators, military leaders, or common citizens. Encourage students to research their assigned roles and present evidence-based arguments. This activity enhances critical thinking, public speaking, and historical analysis skills.

9. Roman Numeral Math Challenges:

Integrate math into the study of the Roman Empire by assigning Roman numeral math challenges. Provide students with math problems that require them to convert numbers to Roman numerals and vice versa. This activity reinforces math skills while connecting them to historical concepts.

10. Creative Writing:

Prompt students to write short stories or historical narratives set in the medieval world or during the Roman Empire. Encourage them to incorporate historical details, characters, and events into their writing. Students can share their stories with the class or create a class anthology. This activity nurtures creativity and historical understanding through storytelling.

Review your learning

1. The fall of the Roman Empire was gradual. Some of the reasons for its decline are given below:
 - a. Corruption by the government gave rise to power struggle.
 - b. Shifting the capital to Constantinople destabilised the empire.
 - c. The powers of the Church of Rome superseded that of the emperors.
 - d. The empire became weak both internally and externally as the army became weaker.
 - e. The common man could not bear the burden of heavy taxes.
 - f. Provinces decided to go against the government to become independent.
 - g. The invasions by the Barbarians and Huns from Central Asia brought down the empire.
2. Feudalism was a political, economic, and social system of living divided into four social hierarchies including the kings, the nobles, the knights, and the peasants.

The kings: They were the rulers and owned all the lands.

The nobles: These were rich groups of people who were granted lands by the kings as they could not control and manage them on their own.

The knights: These were the representatives of the powerful nobles and also called the lesser nobles.

The peasants: They worked on the lands given by the knights and were categorised into two groups called the free and the bonded.
3. The nobles were not given lands in the same geographical location because it could result in rebellion, which in turn could obstruct peace in the region.

4. The reasons for the decline of feudalism are as follows:
 - a. The Black Death in Europe in the 13th century resulted in massing killings, which caused a severe shortage of labour. Hence, feudalism weakened.
 - b. As monarchy and nobility became more powerful, the peasants rebelled to liberate themselves from feudalism.
 - c. Coin money was created in the 13th century, which gave the local lords the chance to pay money to the king instead of performing military services.
 - d. Trade and commerce flourished, hence, the peasants moved to towns for better economic opportunities.
 - e. The evolution in economic and social life made the nobles weaker and their land and power were lost. Soon a central government was established.
5. The Byzantine Empire was important due to its geographical location—situated in the centre of the Bosphorus, Black Sea, and the Mediterranean Sea. It made way for all trade routes, and the ships that anchored on the harbours paid heavy taxes, which was a great source income. On the other hand, the empire was invaded repeatedly because it was flourishing economically and prospering otherwise.
6. The Middle Ages are also known as the Dark Ages because all intellectual activity such as arts, literature, philosophy, and education came to a halt. The intellectuals hid their work as they feared persecution by the Church.
7. The Mongols are the natives of Mongolia, which is a country situated in the north-west of China. Changez Khan strengthened the Mongol race by uniting the dispersed nomadic tribes of the north-east Asia.
8. The terms 'Crusade' means 'War of the Cross'. The supreme cause of the Crusades was to stop the expansion of the Muslim states and gain hold of Jerusalem from the Muslims.

Think and Choose

1. b. Eleventh century CE
2. b. Church
3. a. Peasants
4. a. Constantine
5. a. Church
6. a. Thirteenth

Activity

1. Group Activities are aimed to promote collaboration and learning hand in hand. In this activity, the students will learn in an open-ended setting. The topic focuses on limited information about the Middle Ages compared to other historical periods. The students will conduct research on the topic and bring their notes to the class. You will also bring your own set of questions; the students will have no prior knowledge of those questions. To make this a great conversation, inform students beforehand that there will be 'for', 'against', and 'neutral' audiences to their responses and should be received with openness and a keenness to learn from different perspectives. This activity will take a full 40 minutes at least and could be extended as you believe will benefit the students.

2. This activity involves students collecting information from books as well as the Internet about the Black Death in Europe. Students should present their information in a creative way. For example, through flow charts, picture-story, a speech, etc.

Role-play

Role-play activities are stimulating in the sense that they help create conversations and the opportunity to learn from different perspectives, i.e. the participants.

For this role-play, as a teacher, you will create groups of three students each. Each group will research on a specific topic, for example, b) a hunting expedition. The questions will be pre-set and given to all students. The rest of the students will assume the role of audience that will also judge the teams for clarity, assessment, and eloquence. Assign a time limit to each group. As a teacher, you will moderate the session.

Each team will comprise of a lord, a lady, and warrior. You will ask a pre-set question, for example, an entertainment occasion, to a group and they will begin discussing it amongst themselves. Each group will role-play accordingly.

WORKSHEET 1**1. Give short answers to the following questions.**

a. Rivers provided a means to facilitate trade'. Explain.

b. What was the significance of the Byzantine Empire's location on the main sea-trade route?

c. What were some challenges faced by the Byzantine Empire due to its prosperity and economic strength?

d. In what ways were the peasants suppressed under the hierarchies of the feudal system?

e. Why, in your opinion, did Emperor Constantine rename the Byzantine Empire to Constantinople?

f. Define the following in the context of the lesson:

i. conquests _____

ii. urban civilisations _____

iii. barbarians _____

iv. polytheistic civilisation _____

WORKSHEET

v. 'Three Field System' _____

g. How did the Church gain power and influence during the Middle Ages?

h. What event led to the split between the Church of Constantinople and the Church of Rome?

2. Fill in the blanks.

a. The _____ Sea route connected the ancient Roman Empire with other regions for trade.

i. Arabian

ii. Mediterranean

iii. Red

b. _____ was the first ever republic of the world.

i. Rome

ii. Soviet Union

iii. Ceylon

c. The first Roman law code was inscribed on twelve bronze tablets, known as the _____.

i. 'Twelve Roman laws'

ii. 'Twelve Tables'

iii. 'The Twelve Roman law scripts'

d. Educated Romans were bilingual as they could speak _____ and _____.

i. Greek, Latin

ii. French, Latin

iii. Latin, English

e. In the feudal system, the kings were answerable only to the _____.

i. Nobles

ii. Church

iii. Knights

f. The rich nobles were granted land by the _____.

i. Church

ii. Knights

iii. Kings

g. The knights were considered the representatives of the powerful _____.

i. Church

ii. Kings

iii. Nobles

h. _____ and _____ are some of the distinguished Byzantine Emperors.

i. Constantine, Octavian Augustus

ii. Arcadius, Constantine XI

iii. Arcadius, Julius Caesar

Key points of the chapter

1. Events that led to the foundation of the Umayyad Dynasty
2. Role of Umayyad Dynasty in the expansion of the Muslim states
3. Reasons that led to the downfall of the Umayyad Empire
4. Establishment of the Abbasid Dynasty
5. The achievements of the Abbasid caliphs in the fields of art, architecture, and science
6. The decline of the Abbasid Dynasty

Sample lesson plan**Lesson Objectives**

At the end of the lesson, students should be able to:

- Describe the establishment of the Umayyad Dynasty.
- Identify the prominent personalities of the era.

Duration: 40 minutes

Resources: textbook pages 14–15

Introduction: 5 minutes (Add standard salutations)

Introduce ‘Khatam-un-Nabiyeen’ the Holy Prophet Hazrat Muhammad’s

grandsons Hazrat Hasan رضي الله تعالى عنه and Hazrat Hussain رضي الله تعالى عنه, as well as his companions who were known as the Khulfa-e-Rashideen رضي الله تعالى عنهم. The two grandsons of ‘Khatam-un-Nabiyeen’ the Holy Prophet Muhammad SAW were born to Hazrat Bibi Fatima رضي الله تعالى عنها and her husband Hazrat Ali رضي الله تعالى عنه. Ask students to recall the names of the Khulfa-e-Rashideen (Hazrat Abu Bakr Siddique, Hazrat Umar, Hazrat Usman, and Hazrat Ali رضي الله تعالى عنهم).

Explanation: 25 minutes

Explain that the tribe of Quraysh was the most prominent in the city of Makkah and its two sub-tribes Banu Umayya and Banu Hashim enjoyed the same limelight. They were powerful, rich, and influential because one had the trusteeship of the Holy Kaaba, while the other were seasoned tradespeople that ensured them high rank in society.

Hazrat Ali رضي الله تعالى عنه did not want bloodshed and secured a peace agreement with Amir Muawiyah رضي الله تعالى عنه, according to which, Hazrat Ali رضي الله تعالى عنه had acknowledged Amir Muawiyah’s رضي الله تعالى عنه rule in Syria, Egypt, and other areas towards the west. Ask students to comment on the significance of this agreement. It pacified Amir Muawiyah’s رضي الله تعالى عنه desire to settle the score with Hazrat Usman’s رضي الله تعالى عنه martyrdom. Students should be able to recognise that the expansion of the empire and accession to the empire were matters of great pride for people.

Ask students why Amir Muawiyah رضي الله تعالى عنه wanted to avenge the martyrdom of Hazrat Usman رضي الله تعالى عنه.

Point out that after Hazrat Ali رضي الله تعالى عنه embraced martyrdom, Hazrat Hasan رضي الله تعالى عنه became the leader of the caliphate. However, Amir Muawiyah رضي الله تعالى عنه refused to accept him as the ruler.

CORE VOCABULARY

catalyst
influential
laurels
mint
natives
opulence
retaliation
revenue
treasury
trusteeship
aristocracy
astronomy
exemplified
grandeur
monarchy
patronage
ruined

Like his father, Hazrat Hasan رضي الله تعالى عنه wanted to avoid unnecessary bloodshed, therefore he abdicated in favour of Amir Muawiyah رضي الله تعالى عنه, who took over the Caliphate in 661 CE.

Timeline Activity:

Create a visual timeline on a classroom board or using digital tools. Divide the timeline into sections representing the reigns of each Umayyad ruler. Ask students to fill in the timeline with the names and reign periods of each ruler mentioned in the content on page 15.

Discuss the significance of each ruler's contributions and their impact on the empire.

Prominent Personalities Analysis:

Divide the students into small groups and assign each group a prominent personality from the era. Provide additional resources, such as books or online articles, for each personality to allow students to gather more information.

Instruct each group to prepare a short presentation about their assigned personality, including their achievements and reasons for prominence.

Encourage students to engage in critical thinking and discussion while preparing their presentations.

Conclusion: 5 minutes

Amir Muawiyah رضي الله تعالى عنه declared his son Yazid I as his successor which was a first in the history of Islam.

Ask students, 'Is birthright politics the right thing to do? How does it impact people and the matters of governance?'

Classwork: 5 minutes

Students will draw a timeline of the events that led to the foundation of the Umayyad Dynasty in copies.

Homework: Review your learning Question 1

Pre-reading for next lesson: textbook pages 16-17

Suggested Activities:

1. Creative Projects:

Assign creative projects to allow students to explore different aspects of the Umayyad era and Abbasid Era.

Examples of projects could include:

Creating artwork or posters depicting important events or personalities.

Writing fictional diary entries from the perspective of a prominent personality.

Designing a virtual museum exhibition showcasing artifacts and historical information related to the Umayyad and Abbasid Empire.

2. Dynasty Timeline:

Create a timeline spanning the Umayyad and Abbasid dynasties. Assign students different periods or events from each dynasty and have them research and create visual representations of those events on the timeline. Encourage them to include key figures, significant achievements, and major historical changes. This activity helps students understand the chronological progression of the dynasties and their historical context.

3. Architectural Exploration:

Introduce students to the architecture of the Umayyad and Abbasid dynasties, such as the Great Mosque of Kairouan or the Great Mosque of Aleppo. Divide the class into groups and assign each group a specific architectural feature or element, such as arches, domes, or decorative motifs. Ask them to research the significance and symbolism behind their assigned element and present their findings to the class. This activity promotes critical thinking and understanding of Islamic architectural styles.

4. Cultural Exchange Exhibition:

Explore the cultural exchange that occurred during the Umayyad and Abbasid periods. Divide students into pairs or small groups and assign each group a specific region or civilization that interacted with the Islamic world during that time, such as Byzantine Empire, China, or India. Instruct them to research and create exhibits showcasing the cultural exchange between the Islamic world and their assigned region. They can include artifacts, artworks, and written explanations to highlight the cultural interactions. Organize a class exhibition where students present their exhibits and engage in discussions about cross-cultural influences.

5. Manuscript Illumination:

Introduce students to the art of manuscript illumination that flourished during the Umayyad and Abbasid periods. Provide them with blank sheets of paper or pre-printed line drawings of Islamic calligraphy. Instruct students to create their own illuminated manuscripts by adding decorative borders, intricate patterns, and illustrations inspired by the artistic style of that era. They can use colored pencils, markers, or watercolors. This activity encourages creativity and understanding of the importance of calligraphy and illumination in Islamic art.

6. Trading Routes Simulation:

Help students understand the extensive trading networks during the Umayyad and Abbasid dynasties by conducting a trading routes simulation. Divide the class into groups representing different cities or regions along the trading routes. Provide them with information about the goods and resources available in each region. Students must negotiate and simulate trade transactions with other groups, considering factors such as supply, demand, and cultural exchanges. This activity promotes teamwork, critical thinking, and an understanding of the economic aspects of the dynasties.

7. Debate on Dynastic Legacies:

Divide the class into two teams representing the Umayyad and Abbasid dynasties. Assign students specific roles within each team, such as caliphs, scholars, merchants, or common people. Instruct them to research and prepare arguments highlighting the achievements, contributions, and controversies associated with their assigned dynasty. Conduct a debate where teams present their arguments and counter-arguments, defending the legacies of their respective dynasties. This activity develops research skills, public speaking abilities, and critical analysis.

Review your learning

1. The Umayyad Dynasty came into being in 676ce when Amir Muawiyah رضى الله تعالى عنه announced his son Yazid I as his successor. It was the first time in Islamic history that a ruler declared an heir apparent.
2. The Umayyad Dynasty prospered and expanded by leaps and bounds as Islam spread in and around the Arabian Peninsula during the rule of the Khulfa-e-Rashideen رضى الله تعالى عنهم, who were the four renowned companions of 'Khatam-un-Nabiyeen' the Holy Prophet Hazrat Muhammad رَسُولُ اللّٰهِ مُحَمَّدٌ صَلَّى اللّٰهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاتَّخَذَاهُمْ سُلَّمًا. Islam spread all over the Middle East, parts of India, and significant areas of North Africa and Spain, as Umayyad Caliphate expanded over the next 90 years.
3. The culture of luxury and comfort acquired during the Umayyad rule outshone the simplicity and practicality of the earlier times. The Arabs adopted the Byzantine and Persian cultural life and made Damascus the heart of indulgence and opulence by erecting fancy fountains and buildings, beautifully decorated mosques, and palatial palaces. This culture flourished in the chief cities of the Umayyad Caliphate, i.e. Kufa, Basra, Cordoba, and Granada

Review your learning

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Similarly, the Arabs had a penchant for the written word, hence Arabic literature and poetry progressed. They also revamped the architecture of the religious buildings that were previously built as monuments on historical sites. The significant architectural works of the Umayyad rule include the Dome of the Rock in Jerusalem in 691ce and the expansion of the Masjid-e-Nabvi ﷺ in Madina.

3. The Umayyad Caliphate, compared to earlier times, was economically prosperous. The income grew exponentially with the expansion of the caliphate and as the following five traditional Islamic taxes came into effect.
 - a. Zakat: paid by wealthy Muslims for the economic betterment of other Muslims
 - b. Ushr: paid on revenue generated through agricultural land and its produce
 - c. Khums: share of the state in war-spoils
 - d. Kharaj: money received from non-Muslim landowners
 - e. Jizya: amount paid by non-Muslims to the Muslim government

Tax money was collected and deposited into a provincial treasury called Bayt-al-maal that dispensed funds for the welfare and development projects of the state.

4. A significant cause for Muhammad-bin-Qasim's victory was a novel anti-siege weapon called the catapult. The Arabs used five catapults to destroy the fortification and weaken their opponents' defense.

The conquest of Sindh is historically significant because it brought Islam to this region and introduced the Arabic language which gave rise to a new literate culture.

5. Tariq-bin-Ziyad and his army arrived in Gibraltar in 711ce. He ordered his troops to burn their boats and the order was instantly followed, symbolizing that winning was the only option. The Muslims fought bravely against the Visigoth army led by King Rodriguez. The Muslims achieved a decisive victory at the Battle of Guadalete at Gibraltar, Spain, on 19 July 711ce.
6. Marwan II was in a powerful position on the battlefield; however, his disloyal, lackluster army men fled shortly only to be killed by the rival forces. Marwan also took refuge in Egypt but was killed in the aftermath of the battle.
7. The Umayyad Caliphate collapsed due to the following reasons:
 - a. Only a handful of the fourteen caliphs were capable rulers. The incompetency of the majority weakened the caliphate.
 - b. Poor administration in a vast empire led to greater inefficiencies.
 - c. Absence of laws gave way to birthright politics. This meant incompetent sons of the ruling caliphs would succeed the throne by virtue of bloodline alone.
 - d. Men of honour such as the generals that brought home laurels were disrespected, the administrators and governors were mistreated, and religious scholars who spoke against the incompetence of the rulers were thrashed.
 - e. The wealth in Bayt-al-maal was exploited for personal uses.
 - f. The Umayyad rulers belonged to different Arab tribes that led to disagreements, conflicts, and rebellions. Also, they imposed more taxes than Islam allowed.
8. Students will conduct inquiry within the lesson on the contributions of Abbasids in the fields of knowledge and culture from pages 27 to 29.
9. The reasons behind the decline of the Abbasid Empire are explained below:
 - a. Incompetence of central government paved way for many autonomous dynasties to gain control within the dynasty.
 - b. Weak government led to civil war.
 - c. Heavy taxation levied on the common man brought the economic progress and agricultural production to a standstill.
 - d. The siege of Baghdad by Mongols caused irreparable loss to the dynasty, including mass killing of men, women, and children, and destruction of the city's landmark infrastructure and esteemed institutions of learning.
10. Students will conduct inquiry within the lesson on the contributions of Abbasids in the fields of science and geography from pages 28–29.
11. Students will conduct inquiry and write answers in their own words.

Think and choose

1. b. Debal
2. c. Abdul Malik bin Marwan
3. b. Tariq-bin-Ziyad
4. c. Muhammad bin Qasim
5. a. Ibn-e-Sina
6. b. Mansur
7. b. hospitals

Activity

Guide students on how to prepare a presentation; for example, they can either present via PowerPoint or on chart papers. Refer to reliable online resources such as web links, online free encyclopedias, etc.

Internet search

Divide students into groups and let them find the list of poems. Later you can assign each group one poem to perform. They can add related facts to their presentation such as the background of the poem they will present, poem's adaptations in popular media, etc.

WORKSHEET 2**1. Give short answers to the following questions.**

- a. Explain the reasons that led to a peace agreement between Hazrat Ali رضي الله تعالى عنه and Amir Muawiyah رضي الله تعالى عنه.

- b. Name the Khulfa-e-Rashideen رضي الله تعالى عنهم.

- c. Narrate conquest of Sindh by Muhammad bin Qasim briefly.

- d. Define the following in context of the lesson:

- i. Khalifa / Imam / Ameer-ul-Momineen

- ii. Shura

- iii. Diwans

- iv. Katib

WORKSHEET

v. Al-Iqleem

e. Write a few lines about the young Umayyad prince Abd-al-Rahman and his significant achievements as a ruler.

f. Describe the structure of the Baghdad city.

g. List the first ten caliphs of the Abbasid Dynasty.

h. Justify the importance attributed to the House of Wisdom.

i. Briefly describe the main achievements of Ibn Khaldun, Muhammad al-Khwarizmi, Ibn-alHaytham, and Al-Razi.

WORKSHEET

- j. What was the first observatory built in Baghdad called? What were the major inventions of the observatory?

2. Fill in the blanks

- a. _____ and _____ were the most prominent tribes of the Quraysh tribe in Makkah.
- Banu Hashim, Banu Kinanah
 - Banu Hashim, Banu Umayyah
 - Banu Kinanah, Banu Hashim
- b. After Hazrat Usman رضي الله تعالى عنه embraced martyrdom, _____ became the fourth caliph.
- Hazrat Abu Bakr Siddique رضي الله تعالى عنه
 - Hazrat Ali رضي الله تعالى عنه
 - Hazrat Umar رضي الله تعالى عنه
- c. Tariq-bin-Ziyad and his army arrived in Gibraltor in _____ and achieved a decisive victory at the Battle of Guadalete at Gibraltor, Spain in _____.
- 712^{CE}, 711^{CE}
 - 711^{CE}, 19 July 712^{CE}
 - 711^{CE}, 19 July 711^{CE}
- d. Balkh in Afghanistan, Bukhara, Samarkand, Khwarizm, and Farghana were conquered under the leadership of _____ between 706–710^{CE}.
- Qutayba-bin-Muslim
 - Muhammad-bin-Qasim
 - Musa bin Nusair
- e. The Umayyad Caliphate was divided into _____ provinces.
- 104
 - 114
 - 141

WORKSHEET

3. Determine whether True or False and correct the false statements.

- a The Muslims achieved a decisive victory at the Battle of Guadalete at Gibraltar, Spain, on 19 July 711ce.

- b Tariq-bin-Ziyad conquered almost the entire Spanish territory.

- c The Muslim rulers established a system governed by justice and equality and gave religious freedom to people of all religions.

- d The Umayyad rulers allowed the residents of the conquered lands to practice their religion freely.

- e During the Umayyad period, Arabic poetry and literature evolved greatly.

- f Mosques were the main centers of religious education, poetry, and Arabic language during the Umayyad period.

- g The Dome of the Rock in Jerusalem was the first significant Umayyad architectural building.

- h The Abbasid Dynasty ruled for almost 500 years.

- i Mamun-ur-Rasheed's rule lasted between 842–847ce.

- j The Abbasid system of government was run at the central, provincial, territorial level.

- k The first Arabic dictionary was compiled by Khalil-Ibn-Ahmed Basri.

- l The astrolabe was invented by the Abbasids

SELJUK, FATIMID, AYYUBID, AND THE CRUSADES

Key points of the chapter

1. Describe the origin, extent, achievements, and decline of the Seljuk Empire.
2. Describe the origin, extent, achievements, and decline of the Fatimid Empire.
3. Describe the origin, extent, achievements, and decline of the Ayyubid Empire.
4. Evaluate Salahuddin Ayyubi's personality.
5. Describe the causes, significance, events and outcomes of the Crusades.

Lesson objectives

At the end of the lesson, students should be able to:

- understand the origin, significance, and decline of the Seljuk Empire.
- analyze the contributions of the Seljuks in the fields of governance, architecture, trade, and education.
- develop critical thinking skills by examining the impact of the Seljuk Empire on the historical events of the time.

CORE VOCABULARY

Subdivision
steppes
protectorate
portrayed
caravanserais
ceramics

Sample lesson plan

Duration: 80 minutes

Resources: PowerPoint presentation or printed visuals of Seljuk Empire maps, artwork, architecture, worksheets, or graphic organizers for note-taking and analysis.

Introduction: 10 minutes

Begin the lesson by asking students what they know about the Seljuk Empire. Write down their responses on the board.

Provide a brief overview of the Seljuk Empire, its origin, and its significance as an Islamic civilization. Engage students in a short discussion about the impact of empires on history and the importance of studying them.

Historical Context: 15 minutes

Present a timeline of the Seljuk Empire's history, highlighting key events, such as the defeat of the Ghaznavids and the Battle of Manzikert.

Explain the connection between the Seljuks and the spread of Islam in the region.

Facilitate a class discussion on the significance of the Battle of Manzikert and its impact on the Eastern Roman Empire and the Crusades.

Interactive Activity: Seljuk Society: 25 minutes

Divide students into small groups and provide each group with a worksheet or graphic organizer. Assign each group a specific aspect of Seljuk society, such as governance, architecture, trade, or education.

In their groups, students research and discuss their assigned topic using available resources (books, internet, etc.).

Each group presents their findings to the class, highlighting key points and engaging in Q&A with the other groups.

Analysis and Reflection: 15 minutes

Ask students to individually reflect on the significance of the Seljuk Empire's achievements in various fields.

Provide a set of guiding questions to help students analyze the impact of Seljuk governance, architectural innovations, trade routes, and educational institutions on the region and beyond.

Facilitate a class discussion where students share their reflections and insights.

Conclusion: 5 minutes

Recap the key points discussed during the lesson, emphasizing the contributions and significance of the Seljuk Empire.

Highlight the relevance of studying historical empires in understanding the development of civilizations and their lasting impacts.

Encourage students to further explore the Seljuk Empire and its connections to other historical events or civilizations as a future research project.

Classwork: 10 minutes

Ask the students to attach the graphic organizer/worksheet in their copies and add the information that was discussed in class during the activity.

Homework:

Do Q1, 2, and 3 from 'Review your learning'.
Pre-reading for next lesson: textbook pages 36-38

Suggested Activities

Resources: Map of the region during the Seljuk Empire, chart papers, cardboard, old newspapers, toilet paper rolls or bandage rolls, colors/paints, bold markers, glue, scissors, paper cutter, and other arts and craft material as per requirement.

1. Creative Expression:

Allow students to showcase their understanding of the Seljuk Empire through a creative activity of their choice (e.g., drawing, poem, short skit, or a digital presentation).

Encourage students to incorporate their learnings about Seljuk governance, architecture, trade, or education into their creative expression.

Provide time for students to present their creations to the class, explaining their choices and connections to the Seljuk Empire.

2. Timeline Creation:

Ask the students to create a timeline of the Seljuk Empire, highlighting the key events and rulers mentioned in the content. They can use drawings, illustrations, or printed materials to represent each event or ruler. This activity will help them understand the chronological order of events and the significance of each ruler.

3. Map Exploration:

Provide the students with a map of the region during the Seljuk Empire. Ask them to locate and label important cities and regions mentioned in the content, such as Nishapur, Khawarizm, Isfahan, Baghdad, and Jerusalem. They can also draw trade routes and mark the areas controlled by the Seljuks and other empires. This activity will enhance their geographic knowledge and spatial awareness.

4. Role-Play:

Divide the students into groups and assign each group a specific role, such as Seljuk rulers, Abbasid Caliph, or Crusaders. Ask them to research and prepare a short skit or role-play based on the interactions and conflicts mentioned in the content. They can act out significant events like the Battle of Manzikert or the interactions between Alp Arslan and the Abbasid Caliph. This activity will encourage creativity and critical thinking.

5. Creative Writing:

Have the students imagine themselves as Seljuk soldier or a citizen during the height of the Seljuk Empire. Ask them to write a diary entry or a letter describing their experiences, daily life, and thoughts about the empire's achievements and challenges. They can also include their perspective on the interaction with other empires or the impact of Islam on the region. This activity will enhance their writing skills and foster empathy.

6. Art and Crafts:

Introduce the students to the art forms and crafts that flourished during the Seljuk Empire, such as ceramics, metalwork, and rug making. Provide them with art supplies and ask them to create their Seljuk-inspired artwork or craft. They can design and decorate ceramic tiles, create metalwork patterns using foil or wire, or weave miniature rugs using cardboard and yarn. This hands-on activity will allow them to appreciate the artistic achievements of the Seljuks and explore their creativity.

Review your learning

1. Students may extract their answer from pages 34 and 35.
2. Tughral Beg is the founder of the Seljuk Empire. He captured the cities of Nishapur in 1038ce and Khawarizm in 1042ce. He took control of Hamadan and Isfahan in 1051ce. Isfahan became the first capital of the Seljuk Empire. In 1055ce, the Abbasid Caliph of Baghdad appealed to Tughral for help against the Fatimids. Tughral agreed and in 1060ce he took Baghdad as his protectorate. He was awarded the title of Sultan by the Caliph.
3. The Battle of Manzikert is considered a turning point in history. It is portrayed by many historians as the beginning of a series of events that eventually led to the First Crusade.
4. Students will write this answer independently. They may take help from their textbook and other research material such as books or online sources.
5. On 27 November 1095ce, Pope Urban II asked all Christians to go to war to win back their Holy Places from the Muslims. All the Church leaders and kings supported him. After the call of the Pope, thousands of Christians from all over Europe including nobles, knights, and common men, gathered and started travelling towards Jerusalem.

The crusades had a significant impact on the formation of social and economic relations between the Crusaders and the Muslims. The Crusaders realised that the Eastern civilisation was far more advanced than the Western civilisation in the fields of warfare technology, medicine, scientific knowledge, astronomy, literature, etc. Moreover, they were introduced to the game of chess, gunpowder, compass, sugar, etc.

6. Students may extract this answer from page 39.
7. Following are the achievements of the Ayyubid Empire:
 - a. Salahuddin Ayyubi united north of Iraq (Kurdistan), Greater Syria, Egypt, Yemen, and Barqah.
 - b. He prepared an army to reconquer Jerusalem from the Crusaders.
 - c. He ordered the construction of a fortress, later known as the Citadel of Cairo, over Muqattam Hills in 1186ce to guard against the Crusaders.
 - d. He built new roads, improved irrigation, and founded numerous madrassahs.
 - e. The Citadel at Aleppo was also constructed during the Ayyubid Caliphate.
8. Students will write this answer independently after reading related content on page 37.
9. Following are the reasons of the decline of the Fatimid Caliphate:
 - a. The rulers of the Fatimid Caliphate lacked concrete legal guidelines regarding governance, society, and relations with non-Muslims.
 - b. The Caliphs exercised personal forms of authority rather than Islamic laws.
 - c. Each new Caliph introduced new rules and laws that changed the direction of the Caliphate.

Think and choose

1. b. Oguz
2. b. Tughral Bey
3. a. Malik Shah
4. b. Alp Arslan
5. b. Al Qahira
6. b. Salahuddin Ayyubi
7. c. Battle of Hattin
8. b. Ayyubids
9. c. 1189

WORKSHEET 3**1. Answer the following questions**

a. Who was the founder of the Seljuk Empire?

b. Where did the Seljuk Turks migrate from before settling near the Aral Sea?

c. What region did the Seljuks bring Islam to?

d. Which empire did the Seljuks defeat to conquer parts of Persia?

e. Who was the Seljuk leader responsible for the conquest of Jerusalem?

f. What significant event took place in 1071 that is considered a turning point in Byzantine history?

g. What was the name of the Seljuk ruler who succeeded Alp Arslan?

h. Which university, known for Islamic education, was established in Cairo during the Fatimid Caliphate?

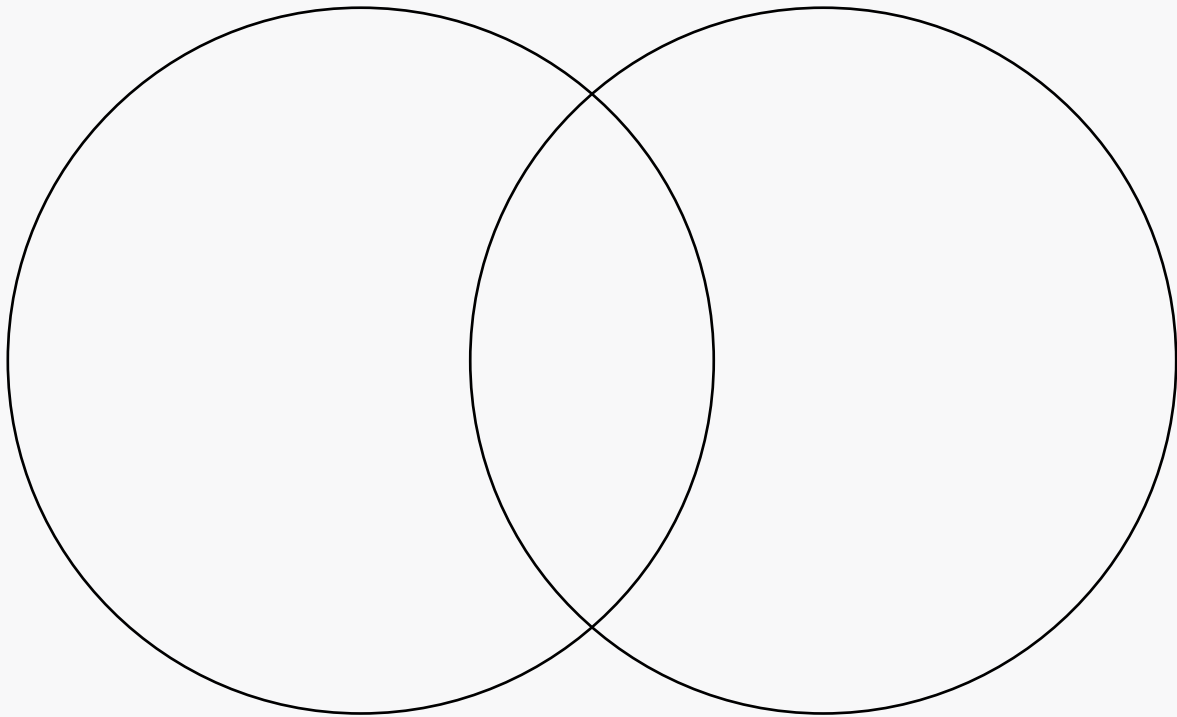
WORKSHEET

i. Who founded the Ayyubid Empire in 1169ce?

j. What significant act did Salahuddin Ayyubi demonstrate towards the Christians after conquering Jerusalem?

2. Compare and contrast the following aspects of the Seljuk Empire and the Ayyubid Empire, using a Venn diagram:

Origins, leaders, territories, achievements, and decline



Key points of the chapter

1. Foundation and social and political system of the Ottoman Empire
2. Expansion of the Ottoman Empire
3. The downfall of the Ottoman Empire
4. Treaty of Sevres
5. Role of Mustafa Kemal in formation of Nationalist Turkey
6. Safavid Empire and its impact on the Mughal Empire

Sample lesson plan**Lesson Objectives**

At the end of the chapter, students should be able to:

- identify the causes which led to the founding of the Ottoman Empire.
- trace the main features of the social and political system of the Ottomans.
- Explain the importance of the conquest of Constantinople in 1453 by Sultan Mehmet II.

Duration: 40 minutes

Resources: textbook pages 45–47

Introduction: 5 minutes

Refer to the map on page 43. Ask students to compare the size of the Ottoman Empire to the size of modern-day Turkey. Discuss the geographical changes between the past and present territory

Explanation: 35 minutes

Read pages 45–46. Discuss how the Ottoman Empire came into being. Turkish Seljuks captured the area known as Turkey from the Byzantines. Ask students why Uthman I is called the founder of the Ottoman Empire. (Uthman I was leading the strongest principality of the area. Hence, his attribution to the Ottoman Empire as the founder can be validated.)

Discuss how Uthman's son Orhan expanded the empire. Ask: what is meant by 'regional stability'? What factors would have contributed to make Ottoman a regional success? You can see the empire's achievements and that it was one of the world's mightiest Islamic empires. Why would they call it so?

Read pages 46–47. Discuss the conquest of Constantinople, and how Mehmet overcame all the hurdles that were setup to prevent invasion from enemies. Discuss the 'firman' issued by Mehmet to the Bosnian Franciscans. Ask students what prompted Mehmet to issue such a decree? How does a ruler benefit from such acts? Did Mehmet intend to send out a message of peace and social and religious cohesion, to his people and other empires of the world?

Conclusion: 5 minutes

Engage students in a discussion on Mehmet's service to his empire. Refer to the charts on page 47.

CORE VOCABULARY

miniature
calligraphy
estuary
unique
vessels
Sultanate
liberty
dominions
Millet system
intrigues
prevalent

Class work: Students will write answer to question 3 in their copies.

Homework: Students will research and write about the current state of the architectural structures built during Mehmet's rule.

Pre-reading for next lesson: textbook pages 48–50

Suggested Activities:

1. Empires Timeline:

Create a timeline activity where students research and map out the major events and milestones of the Safavid and Ottoman Empires. They can include significant dates, key leaders, important battles, and cultural achievements. This activity will help students understand the chronological order of events and the interconnections between the two empires.

2. Debate:

Divide the class into groups and assign each group a specific topic related to the Safavid and Ottoman Empires. Examples of debate topics could be: "Which empire had a greater impact on art and culture?", "Which empire had a more effective military strategy?", or "Which empire contributed more to the development of trade routes?". Provide research materials and encourage students to prepare arguments and counterarguments. Hold a debate session where each group presents their arguments and engages in a constructive discussion.

3. Empire Comparison Chart:

Have students create a comparison chart or Venn diagram highlighting the similarities and differences between the Safavid and Ottoman Empires. They can compare aspects such as government structure, religion, art and architecture, trade and commerce, and societal norms. This activity will help students analyze the unique characteristics of each empire and identify commonalities.

4. Role-Playing Activity:

Assign students roles of significant figures from the Safavid and Ottoman Empires, such as Shah Abbas I of the Safavids or Suleiman the Magnificent of the Ottomans. Encourage students to research their assigned character and their contributions to their respective empires. Then, organize a role-playing session where students interact with each other as these historical figures, discussing their accomplishments, challenges, and interactions with one another. This activity promotes empathy and a deeper understanding of historical contexts.

5. Creative Artifacts:

Ask students to create visual or physical artifacts that represent different aspects of the Safavid and Ottoman Empires. For example, they can design and draw a miniature painting inspired by Safavid art, create a model of a significant architectural structure like the Topkapi Palace, or design a map illustrating the trade routes and territories of the empires. This activity encourages creativity and hands-on learning.

6. Exploring ICT:

Watch documentaries on the Ottoman Empire to understand the Ottoman cultures and architecture.

Review Your Learning

- At its peak, the Safavid Empire, covered entire Iran, parts of Turkiye, and Georgia. It was located along important trade routes.
The Ottoman Turks invaded Persia and took control of many important cities including Baghdad in 1618ce. Later on Afghan kings invaded Persia in 1722ce and ended the Safavid Empire.
- The students will write their answers to this question in their own words.
- The Ottoman Empire was founded by Uthman I. The students will write about any two of the three prominent rulers in their own words.
- The four causes of the decline of the Ottoman Empire were:
 - Weak leadership, cultural downfall, civil wars, court intrigues, and conspiracies
 - The Ottomans were continuously losing their territory to stronger armies.
 - The central government became weaker and many rebellious groups came into power.
 - Corruption and nepotism was widespread at all levels of administration.
- Students should refer to the pages 47-49 in their books to write this answer. They may as well use online sources or books from the library to find out more detail on Ottoman art. Ask them to elaborate upon 2 types of styles i.e. "Saz"and "Floral Style" and find examples of them in Ottoman architecture.
- Students will write their answers in their own words by referring to the text on pages 38–40 in their textbooks.

Think and Choose

- b. Ottomans
- c. Architecture
- a. Afghans
- c. infantry
- c. Shah Abbas
- a. janissaries
- b. three

Activity

- Help students by referring to books and web links and other resources of help. Students could either paste the pictures in their copies or prepare presentations.
- Students can use Internet to find these words along with their pronunciation.
- Guide students on how to build a brochure and its components. Students should by now, be able to work independently and make selections.
- Let the students do this on their own. They can prepare questions and bring them to class. Allow each student to present one question. Alternatively, you can also prepare your own questions and test the students.
- Watch documentaries on the Ottoman Empire to understand the Ottoman cultures and architecture.

Research Work

Assign this task for homework so students have ample time to research. You can help by sharing a few trusted web sources and reference books in the library.

WORKSHEET 4

1. Draw a timeline of the achievements of Mehmet II.



2. Write short answers to the questions.

a. Describe the education system in the Ottoman Empire.

b. Discuss the Treaty of Lausanne.

c. Draw a timeline of the main events of the Ottoman Empire up until the formation of Nationalist Turkey.

3. Fill in the blanks of the following excerpts.

a. The Ottoman Empire eventually became one of the world's mightiest Islamic empires, and included parts of the Middle East, _____, and Northern Africa. _____ direct descendants (sultans) ruled the empire for more than

WORKSHEET

_____ years, the most popular being _____, Selim I, and _____.

- b. Mehmet II (Al-Fateh) conquered Constantinople (Istanbul) in _____. He designed a unique plan for this conquest. His large army also included a _____ that consisted of over _____ vessels. He laid siege on the city through _____ and _____ routes in such a way that his army formed a crescent on the shores of the _____.
- c. Suleiman was the _____ Ottoman Sultan. He was _____ when he presided over the Empire and ruled for _____ years. Suleiman personally led the Ottoman army in the conquest of _____ and _____, though lost the battle for Vienna in _____. After this defeat, the series of big conquests of Ottomans in Europe ended. His empire held _____ over three continents. Suleiman could speak six languages and was also a poet and goldsmith

4. Match the correct dates to the events.

Event	Date
Mehmet II	1520–1566 ^{CE}
Implementation of the firman in the Ottoman Empire	1923
Suleiman the Magnificent	1444–1481 ^{CE}
The Treaty of Lausanne	1517
Makkah added to the Ottoman empire	May 28, 1463

5. Select the correct option for the following.

- a. Which empire was contemporaneous with the Safavid Empire?
- Mughal Empire
 - Ottoman Empire
 - Byzantine Empire
 - Roman Empire
- b. Who was the founder of the Safavid Empire?
- Shah Ismail
 - Shah Tahmasp

WORKSHEET

- iii. Emperor Humayun
 - iv. Shah Abbas
- c. Which Safavid ruler made Isfahan the capital and improved the communication network of the empire?
- i. Shah Ismail
 - ii. Shah Tahmasp
 - iii. Emperor Humayun
 - iv. Shah Abbas
- d. What led to the decline of the Safavid Empire?
- i. Invasions by the Ottoman Turks
 - ii. Invasions by Afghan kings
 - iii. Loss of trade routes
 - iv. Internal conflicts and rebellions
- e. After Selim I, the rulers of the Ottoman Empire were called _____.
- i. King
 - ii. Monarch
 - iii. Sultan
- f. _____ were _____ men recruited by Sultan Murad to form an elite force and take charge of _____ positions.
- i. Janissaries, Muslim, bureaucratic
 - ii. Janissaries, Christian, diplomatic
 - iii. Diplomats, Christian, bureaucratic
- g. The _____ Bridge connects Turkey over two continents, _____ and _____.
- i. Bosphorus, Europe, Africa
 - ii. Bosphorus, Europe, Asia
 - iii. Sydney Harbour, Asia, Europe
- h. Topkapi Palace was built by _____ in 1462.
- i. Suleiman
 - ii. Mehmet II
 - iii. Uthman I

MUSLIM RULE IN SOUTH ASIA: THE DELHI SULTANATE

Key points of the chapter

1. Muhammad-bin-Qasim and the Conquest of Sindh
2. Mahmud of Ghazni
3. Muslim rule in South Asia (1186–1526)
4. Muhammad Ghauri (1192ce–1206ce)
5. The Slave Dynasty (1206ce–1290ce)
 - i. Qutubuddin Aibak (1206ce–1210ce)
 - ii. Shams-ud-din Iltutmish (1211ce–1236ce)
 - iii. Razia Sultana (1236ce–1240ce)
 - iv. Nasiruddin Mahmud (1246ce–1266ce)
6. The Khilji Dynasty (1290ce–1320ce)
 - i. Alauddin Khilji (1296ce–1316ce)
7. The Tughlaq Dynasty (1320ce–1413ce)
 - i. Muhammad Tughlaq (1325ce–1351ce)
 - ii. Ibn-e-Batuta (1304ce–1369ce)
 - iii. Feroz Shah Tughlaq II (1351ce–1388ce)
8. Taimur (1336ce–1405ce)
9. Sayyed Dynasty (1414ce–1451ce)
10. Lodhi Dynasty (1451ce–1526ce)
11. Causes of the decline of the Delhi Sultanate
 - v. Ghiyasuddin Balban (1266ce–1287ce)

Lesson Objectives

At the end of the lesson, students should be able to:

- describe the causes and impacts of the conquest of Sindh by the Arabs.
- give a brief introduction of the Ghaznavid Dynasty and trace Mahmud of Ghazni's expeditions.

Sample lesson plan

Duration: 40 minutes

Resources: textbook pages 54–56, political world map

Introduction: 3 minutes

Show the political map of the world and ask students to identify the South Asian region. They should be able to locate the present-day countries too.

Explanation: 25 minutes

Explain the timeline of the Delhi Sultanate on page 54. Make a simple flowchart on the board to allow students to learn the progression better. The following mnemonic can be used to aid retention:

Good Students Know The Sultanate Lineage

Ghauri

Slave

Khilji

Tughlaq

Sayyed

Lodhi

Make students repeat and remember the lineage in class as a joint activity.

CORE VOCABULARY

ascended
consolidating
intrigues
noble
resorted
revered
revived
sultanate

Proceed to the next topic: Mahmud of Ghazni. Make a mind map to categorise information pertaining to Mahmud of Ghazni. Data must include: Turk Muslim conquerors with Sultanate in Delhi; origin in Central Asia; successor of Sabuktigin; founded Ghaznavid Dynasty when Mahmud was twenty-seven years old; the first Sultan; expansion of the kingdom (from Isfahan to India); invaded 17 times; wanted to expand his empire into Persia; Somnath campaign; earned the title of 'Mahmud, The Idol Breaker'; conquered Punjab; patronised scholars and artists; returned to Ghazni, leaving his capable general Ayaz as governor of Lahore; Mahmud died in 1030ce at the age of fifty-nine; buried in a tomb in Ghazni.

Proceed to the next topic: Muhammad Ghauri: Introduce the topic by explaining that Muhammad Ghauri was a Muslim ruler who played a crucial role in the establishment of Muslim rule in India. Provide a brief overview of Muhammad Ghauri's background, mentioning his association with his brother Ghayasuddin Ghauri and his appointment as the governor of the Eastern Empire near India.

First Attempt to Invade India (1191 CE):

Explain that Muhammad Ghauri first attempted to invade India in 1191 CE but was defeated by the ruler of Delhi, Prithvi Raj Chauhan, in the First Battle of Tarain. Describe the battle briefly, mentioning that Ghauri's forces were routed, and he had to retreat.

Second Invasion and the Battle of Tarain (1192 CE):

Describe Muhammad Ghauri's second invasion of India in 1192 CE. Explain that Ghauri attacked Delhi with a greater force and engaged in the Battle of Tarain against Prithvi Raj Chauhan. Mention that this time, Ghauri emerged victorious and captured Delhi, establishing Muslim rule in the region. Highlight the significance of this event, as it marked the beginning of Muslim rule in India for many centuries.

Qutubuddin Aibak and the Ghaurid Empire:

Explain that after capturing Delhi, Muhammad Ghauri appointed his capable and trusted general, Qutubuddin Aibak (a slave), to govern the Ghaurid Empire in India. Describe how Ghauri's assassination near Lahore in 1206 CE paved the way for Qutubuddin Aibak to become the next ruler of Delhi due to the absence of a natural heir.

Impact and Legacy:

Discuss the impact of Muhammad Ghauri's invasion and the establishment of Muslim rule in India. Explain that Ghauri's conquests laid the foundation for subsequent Islamic ruling dynasties in India, including the Delhi Sultanate and later the Mughal Empire. Highlight how the Delhi Sultanate played a significant role in shaping India's political and cultural landscape for several centuries.

Conclusion: 2 minutes

Help students get a bird's eye view of why they are studying this. Tell them that the study of Islam in India is a logical follow up from the previous chapter, because Ancient India was changed after the arrival of Islam, with new concepts and perspectives. This era was the start of a glorious Muslim rule in India under many different kingdoms and sultanates, and had a great influence on the art, architecture, and culture of South Asia.

Class work: 10 minutes

Students will complete Question 1 and 2 in class.

Homework: Students will draw the map of the Ghaznavid Dynasty on page 55 on an A-4 size paper. Only the areas and names of cities and regions are required (no arrows/years).

Pre-reading for next lesson: textbook pages 57-59

Suggested Activities:

1. Delhi Sultanate Role-Play:

Divide students into groups and assign each group a specific role within the Delhi Sultanate, such as the sultan, nobles, merchants, or commoners. Have them research their assigned roles and prepare a short skit or role-play demonstrating the interactions and dynamics within the Delhi Sultanate. This activity encourages research, creativity, and understanding of the social structure of the time.

2. Interactive Map Exploration:

Provide students with an interactive map of the Delhi Sultanate and its surrounding regions. Ask them to explore the map and identify key cities, trade routes, and significant geographical features. Encourage students to analyze the map and discuss the importance of these locations for the Delhi Sultanate's administration and trade. This activity enhances geographical awareness and understanding of the Sultanate's territorial extent.

3. Artifact Analysis:

Introduce students to various artifacts from the Delhi Sultanate era, such as coins, pottery, or architectural elements. Display images or replicas of these artifacts and ask students to analyze their design, materials, and possible cultural influences. Engage students in discussions about the significance of these artifacts in understanding the Delhi Sultanate's economy, culture, and technology. This activity promotes critical thinking and historical analysis skills.

4. Delhi Sultanate Timeline:

Collaboratively create a timeline of key events and rulers during the Delhi Sultanate. Assign different periods or rulers to small groups of students and have them research and present their findings on a specific time period. Assemble the timelines in chronological order, allowing students to visually grasp the sequence of events and rulers. This activity strengthens research skills and historical sequencing.

5. Architectural Marvels:

Explore the architectural achievements of the Delhi Sultanate, such as the Qutub Minar or the Alai Darwaza. Provide students with images, videos, or virtual tours of these structures. Ask them to research the architectural features, construction techniques, and cultural influences behind these marvels. Students can create their own miniature models or digital representations of these structures, accompanied by explanatory posters. This activity fosters appreciation for the architectural heritage of the Delhi Sultanate.

6. Literary Analysis:

Introduce students to literary works from the Delhi Sultanate period, such as the poetry of Amir Khusrau or the historical chronicles of Ziauddin Barani. Assign students excerpts or translations of these works and ask them to analyze the themes, writing style, and historical insights. Encourage students to create their own poems or short stories inspired by the literary traditions of the Delhi Sultanate. This activity develops literary analysis skills and encourages creativity.

7. Trade Simulation:

Divide students into groups representing different regions engaged in trade with the Delhi Sultanate, such as Central Asia, Persia, or the Indian Ocean. Each group can research the goods, routes, and cultural exchanges associated with their region. Then, simulate a trade fair where groups engage in negotiations, bartering, and cultural interactions. This activity enhances understanding of the Sultanate's economic connections and fosters teamwork and negotiation skills.

8. Delhi Sultanate Debates:

Organize class debates on key topics related to the Delhi Sultanate, such as the impact of Islam, the role of trade, or the influence of Persian culture. Assign students different perspectives and encourage them to research and prepare arguments supporting their assigned positions. Conduct the debates and facilitate discussions to deepen students' understanding of the complexities and diverse viewpoints surrounding the Delhi Sultanate.

Review your learning

1. Sultan Mahmud wanted to expand his empire towards the West into Persia. India compared to Persia was weaker and much richer.
2. Muhammad Ghauri tried to attack India in 1191ce, however, he was defeated by the ruler of Delhi Prithvi Raj Chauhan. The following year Muhammad Ghauri attacked Delhi with greater force and defeated Prithvi Raj in a battle in Tarain and captured Delhi. This event established Muslim rule in India for many centuries. (Students may expand on this further by using other research sources such as relevant history books, encyclopedia or Online sources.)
3. Students may extract this answer from page 56 and 57 of their textbook.
4. Students' answers will be based on text under 'Alauddin Khilji' on page 58 of the textbook.
5. Muhammad Tughlaq's ordered minting of coins from base metals like copper with a face value of silver coins. This decision failed because people were not willing to trade their gold and silver for the new brass and copper coins; this resulted in a huge financial loss to the treasury. Secondly, his order to move the capital of his Sultanate from Delhi to a place that was inhospitable for large human settlements, that is, Daulatabad, resulted in failure and backfired.
6. Students' own answers: must include the name of the sovereign in whose reign they would be living; their role (commoner, noble in the court, etc.); and one or two characteristics about the time-period that they want to live in.
7. The Sultanate had an administration centre where the power was centralised in the Sultan. There was a prime minister, supported by various ministries. Students will extract their answer from page 61 and 62 of the textbook.

8. Students' answers based on text on page 63 and 65.
9. Students' answers based on text on page 64. Sufis promoted co-existence, simple living, equality, religious tolerance, gave court advice, acted as a bridge between the common people and the rulers, etc
10. Students' own answers. The answers must include the following information: name of shrine, name and date of birth/death of saint, location, one famous karamat or miracle attributed to the Sufi.

Fill in the blanks

1. Qutubuddin Aibak
2. thirty
3. Panipat
4. Persian, Arabic and Sanskrit
5. jizya

Activity

1. Documentary Day

Book a room with audio-visual facilities for the length of a class period, and show students these documentaries of the Delhi Sultanate:

- The Turkish Invasion & Delhi Sultanate (1001_{CE}–1526_{CE}) (11:27)
<https://www.youtube.com/watch?v=rfHbFV8om4o>
- India Invented – Ep9 Islam comes to Hindustan (30:53)
<https://www.youtube.com/watch?v=3d2QRolijCs>

2. Research

Ibn-e-Batuta was a famous traveller. Students can do some research about his travels and find out which countries he visited, and note any three interesting observations he made about any places or people he encountered during his travels.

3. Map study

Complete the map study activity on page 67. Ask students to research on the boundaries of the Mughal Empire under:

- Aibak
- Iltutmish
- Balban
- Alauddin Khilji
- Muhammad Tughlaq
- Sayyed Dynasty
- Sikandar Lodhi

Divide the class into seven groups and assign the boundary research for each period. Assign Internet research for home, and ask each group to reproduce one map in class.

WORKSHEET 5**Worksheet 6****1. Give short answers to the following questions.**

a. Give a background of Qutubuddin Aibak.

b. How was Balban's role important in sustaining the Delhi Sultanate?

c. How did Alauddin prove to be such a successful sultan?

d. What decisions, taken by Muhammad Tughlaq, led to undermining of his own empire?

e. How did the power transfer from the Sayyed Dynasty to the Lodhi Dynasty?

WORKSHEET

f. How did the Lodhi Dynasty collapse?

g. What were the responsibilities of the ministries during the Delhi Sultanate?

h. How did the architecture of the subcontinent change under Muslim rule?

i. What language developed during the Delhi Sultanate and what was its origin?

j. How did Sufis and Saints contribute to the spread of Islam during the Delhi Sultanate?

WORKSHEET

2. Match the events with the correct information.

Event	Year
Bahlol Lodhi declares independence from Sayyeds	1526 _{CE}
Battle of Panipat	1398 _{CE}
Taimur attacks Delhi	1451 _{CE}
Ibn-e-Batuta's arrival in India	1206 _{CE}
Tughlaq Dynasty founded	1236 _{CE}
Iltutmish's death	1333 _{CE}
Aibak becomes Sultan of Delhi	1320 _{CE}

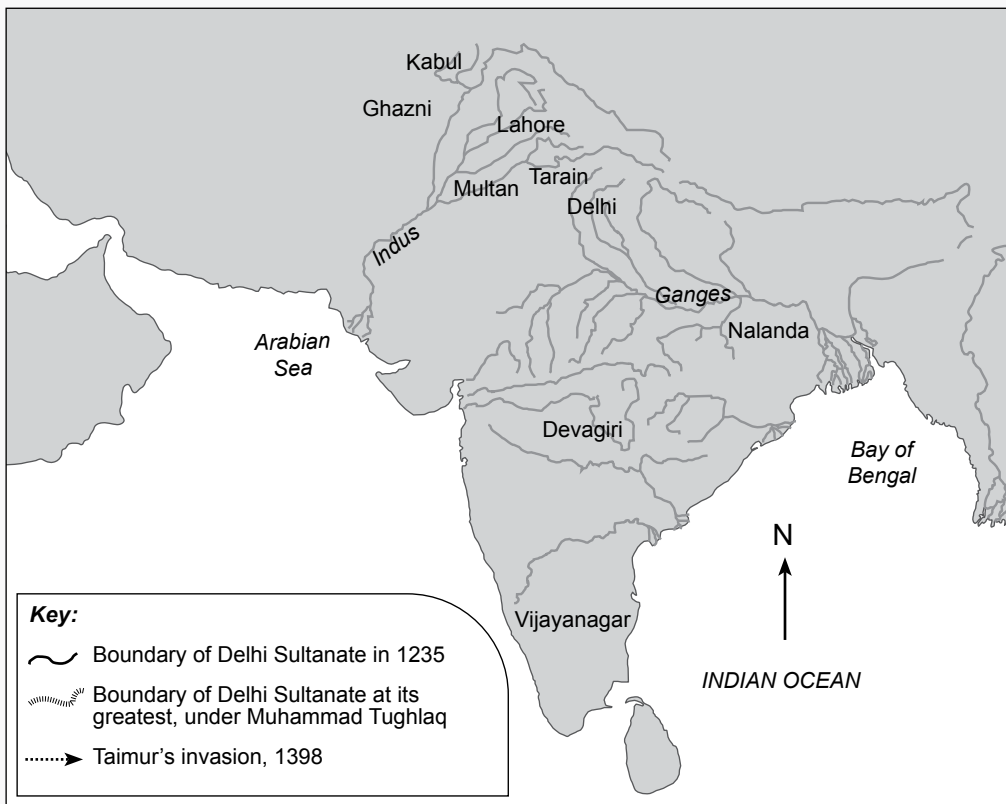
3. Fill in the blanks.

- i. Under _____'s rule, Lahore became a cultural and academic centre.
 - a. Ayaz
 - b. Aibak
 - c. Ghauri
- ii. Mahmud was known as 'The Idol Breaker' because he broke temples in _____.
 - a. Tarain
 - b. Isfahan
 - c. Somnath
- iii. Muhammad Ghauri's successor was _____.
 - a. Iltutmish
 - b. Qutubuddin Aibak
 - c. Khilji
- iv. _____ broke the dominance of the Chihalgani in the Delhi Sultanate.
 - a. Nasiruddin Mahmud
 - b. Razia Sultana
 - c. Ghiyasuddin Balban
- v. Jalal-ud-din Khilji was also known as _____.
 - a. Alauddin
 - b. Feroz Shah I
 - c. Malik Kafur

WORKSHEET

4. Draw the boundaries of the Delhi Sultanate using the key.

- by 1351;
- after 1235;
- and the route of Taimur's invasion.



5. Identify the following places and name the sovereigns who commissioned them.

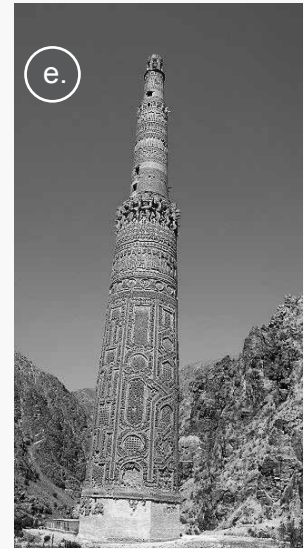




WORKSHEET

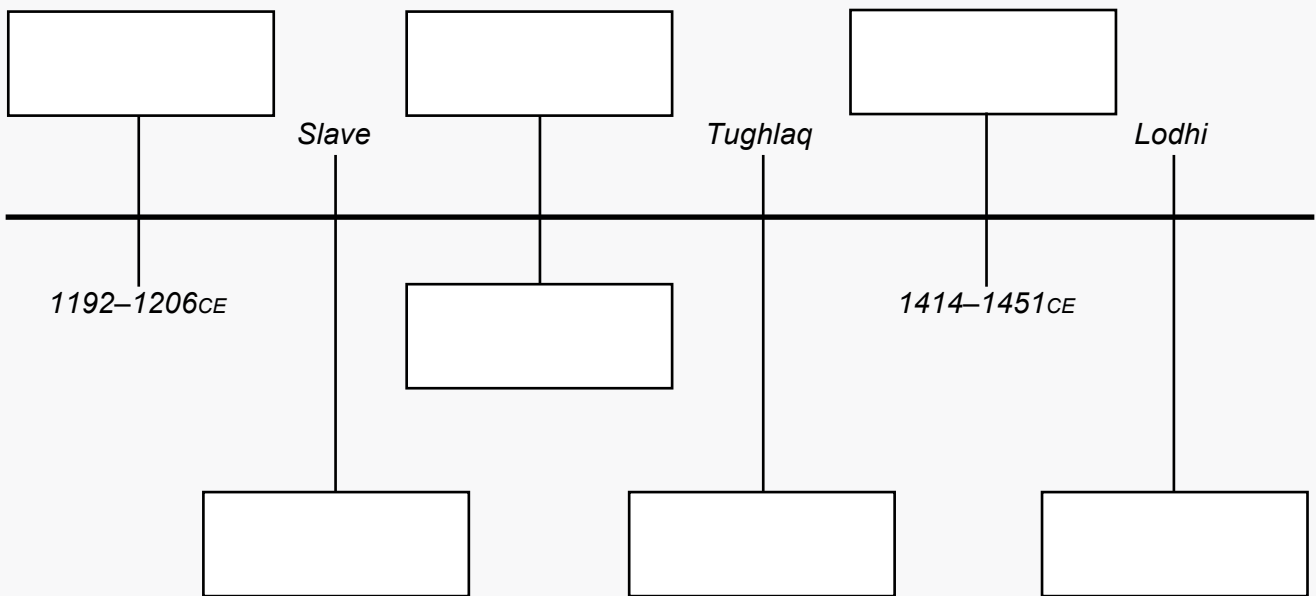






6. Complete the following timeline.

Timeline of the Delhi Sultanate



THE LEGACY AND ZENITH OF THE GREAT MUGHALS (1526– 1707 CE)

Key points of the chapter

1. The rule of Mughal Emperors
2. The significant contributions of the emperors
3. Nur Jahan as a cultural metaphor

Sample lesson plan

Lesson Objectives

At the end of the lesson, students should be able to:

- identify the factors which contributed to the conquest of India by Babur.
- briefly describe Nasir-ud-din Humayun, his rule, exile, and restoration.
- list the salient features of Sher Shah Suri's governance and communication network.

Duration: 40 minutes

Resources: textbook pages 69–71

Introduction: 5 minutes

Draw the family tree of the Mughal Emperors on the board. This will help students understand how power changed hands within the family for a very long time.

Explanation: 25 minutes

Babur was the first Mughal Emperor in the subcontinent. However, he originally inherited his father's throne at the tender age of twelve as an orphan. Times changed and Babur was overthrown by his uncles and nobles in Fergana. He had to prove his leadership prowess to his followers until he finally became the King of Kabul in 1504. Can students analyse what leadership qualities does a king demonstrate? How a twelve-year-old Babur might have played King, if he would not have been overthrown? What would have been the role of the nobles in advising Babur in the matters of governance?

Later, Babur was invited by the nobility in Delhi overthrow Ibrahim Lodhi, the ruler of Delhi at the time. Ask students was it foolish or wise for Daulat Khan to think Babur would go back to Kabul after ousting Ibrahim Lodhi. What was different about Babur and his leadership that differentiated him from other conquerors? Students should be able to trace Babur's history as a member of the royalty who inherited his throne at a very young age. He age was born into the ruling class and trained likewise. His blue-blooded spirit made him wander through Central Asia trying to prove his mettle as a leader and establish his own kingdom, which he eventually did. He simply could not have been put on the front to fight another ruler's battle. In fact, he always wanted to lead from the front.

Babur's son, Humayun inherited the throne from him. However, he was betrayed by his brother despite his kindness to them and their appointments to high positions. Ask students if they can see a similar pattern of betrayal in both Babur's and Humayun's life. Betrayal for both came from different quarters; it changed the course of Babur's fate, while Humayun had to bear the burden of challenges, disapprovals, and internal conflicts.

CORE VOCABULARY

archery
 augmenting
 embarked
 expedition
 flee
 fortune
 grandeur
 pacify
 proclaim
 prosperity
 rebellion
 subdued
 suppressed
 influenced

Conclusion: 5 minutes

Discuss with students if it was wise of Humayun to make repeated attempts to reclaim Kanauj. Ask them to support their statement with logic and reason.

Class work: 5 minutes

Students will write their opinions on the topic given as concluding activity in their notebooks.

Homework: Review your learning Questions 1–2.

Pre-reading for next lesson: textbook pages 72–75

Suggested Activities:**1. Mughal Emperors Timeline:**

Create a timeline of the prominent Mughal emperors from Babur to Aurangzeb. Divide students into groups and assign each group a specific emperor. Students should research and gather information about their assigned emperor's achievements, contributions, and legacy. They can create a visual timeline with key events and present their findings to the class, fostering collaborative learning and historical understanding.

2. Mughal Emperors Role-Play:

Organize a role-play activity where students portray different Mughal emperors. Each student can choose an emperor and research their character to understand their personality, accomplishments, and challenges they faced. Students can prepare a short monologue or dialogue highlighting significant events and decisions made by their assigned emperor. This activity encourages creativity, historical empathy, and public speaking skills.

3. Architectural Marvels Exhibition:

The Mughal emperors left a remarkable legacy of architectural marvels, such as the Taj Mahal and the Red Fort. Divide students into small groups and assign each group a different Mughal architectural masterpiece. Students can research the history, design, and cultural significance of their assigned monument and create a visual presentation. Organize an exhibition where groups showcase their findings through posters, models, and digital presentations, allowing students to appreciate the rich architectural heritage of the Mughal era.

4. Mughal Emperors Debate:

Conduct a debate focusing on the impact of Mughal emperors on Indian society and culture. Divide the class into two teams, with one team arguing for the positive contributions of the Mughal emperors and the other team arguing for the negative aspects. Students should conduct research to gather evidence supporting their assigned position and present logical arguments during the debate. This activity enhances critical thinking, research skills, and the ability to present persuasive arguments.

5. Mughal Emperors' Legacy Collage:

Assign each student a specific aspect of the Mughal emperors' legacy, such as art, literature, cuisine, or political administration. Students should research and collect images, quotes, and information related to their assigned aspect. They can create a collage representing the diverse

legacies of the Mughal emperors. Display the collages in the classroom or school hallways to showcase the multifaceted impact of the Mughal era on Indian culture and society.

Review your learning

1. After conquering the Delhi Sultanate, Babur had two challenges ahead. One, his noblemen did not like the environment of Delhi and yearned to go back to where they came from. Two, the Rajputs were conspiring against the Mughal rule with Rana Sanga who was the ruler of Mewar, whereas the Lodhis had also begun to gather to reclaim the throne. Eventually Babur faced Rana Sanga in the Battle of Khanwa and defeated him with his supreme military prowess.
2. The First Battle of Panipat in 1526 is considered an important event in the history of the subcontinent because it resulted in the end of the Delhi Sultanate and the beginning of the Mughal Dynasty.
3. Akbar abolished the prevalent Jagirdari system and replaced it with the Mansabdari system. He handpicked and paid the commanders himself who were also bestowed expansive land in lieu of exclusive loyalty to the Emperor. Similarly, the nobles were ranked, and according to the ranks, adequately provided to maintain an army of up to 5000 soldiers. The royal princes maintained an army of up to 10,000 soldiers. This meant Akbar always had access to a large fleet of well-trained and well-organised soldiers ready to face the enemy and make conquests.
4. Shah Jahan's period is called the 'The Golden Era of the Mughals' because he had a weak spot for beautiful architecture. He was popularly known as the 'Architect King'. He commissioned several majestic monuments including the Taj Mahal of Agra, Red Fort, Jamia Masjid of Delhi, Moti Masjid, and Shalimar Gardens of Lahore.
5. Nur Jahan was known as the cultural metaphor of her age because she was a passionate artist and poet, and an ardent reader who maintained a huge personal library. It is also known that many great musicians also frequented her court, which tells us that she had a great taste for music. She also knew how to hunt and the art of archery, so much so she often accompanied her husband on hunting expeditions. She is also known to have a distinct taste in fashion as she designed her own dresses. She indulged in cooking, gardening, and perfumery.
6. Students will answer this question based on their opinions.
7. Students will answer this question based on their opinions.
8. Students will extract their answer from page 79, under the heading, 'Devoutness to Religion'
9. Students will extract their answer from page 79 and 80, under the heading, 'Mughal Art and Architecture'
10. Students will analyse the reasons given on page 82 and 83.

Fill in the blanks

1. kindly, higher positions
2. five
3. 1556; Umerkot, Sindh
4. conqueror of the world
5. Mirza Ghiyas Beg
6. rulers of Deccan
7. aggressive

Activity

1. Provide students copies of maps of South Asia to complete this activity.
2. Students use the Internet, books, and online encyclopedias to collect information and pictures. By now, students should know how to prepare group displays. Students can either choose to present on PowerPoint or as they like. Divide the students in groups. Ask them to add fun facts and other pertinent information to make their presentation more useful and informative.

Internet search

Refer to chapter 1 on how to conduct a role-play activity.

WORKSHEET 6**1. Give short answers to the following questions.**

a. Trace the bloodline of Babur to royalty.

b. Draw a timeline of Humayun's exile and restoration.

c. Outline the major works of Sher Shah Suri as ruler.

d. Why did Akbar retract from Bairam Khan? What happened to Bairam Khan?

e. 'Nur Jahan effectively influenced the emperor and controlled the matters of the state and most aspects of the daily functioning of the court. Nur Jahan also helped the emperor in matters related to commerce. The Mughal trade grew, both nationally and internationally, thus augmenting the wealth of the empire.'

Who in your opinion was more influential: Jahangir or Nur Jahan?

WORKSHEET**2. Write whether True or False and correct the false statements.**

- a. Silver coins came to India during Shah Jahan's period. _____
- b. The decline of the Mughal Empire began twelve years after the death of Aurangzeb in 1707. _____
- c. Shah Jahan was popularly known as the 'Architect King' as he commissioned many monuments such as the Taj Mahal of Agra, Red Fort, Jamia Masjid of Delhi, Moti Masjid, and Shalimar Gardens of Lahore. _____
- d. Akbar's Naurattans included nineteen wise men from his kingdom. _____
- e. Akbar replaced the Mansabdari system with a Jagirdari system. _____

3. Choose the correct option from the following.

- a. Where was Babur born?
 - i. Delhi, India
 - ii. Kabul, Afghanistan
 - iii. Fergana, Uzbekistan
 - iv. Samarkand, Turkistan
- b. What major obstacle did Babur face in his attempts to conquer areas across the Hindu Kush?
 - i. Strong resistance from the Rajputs
 - ii. Lack of military resources
 - iii. Political rivalries within his own empire
 - iv. Language barriers with the local population
- c. What was the outcome of the First Battle of Panipat in 1526 CE?
 - i. Babur's forces were defeated by Ibrahim Lodhi's army
 - ii. Babur successfully conquered Delhi and established the Mughal Dynasty
 - iii. The battle resulted in a stalemate with no clear winner
 - iv. Babur's forces were forced to retreat back to Kabul
- d. Who succeeded Babur as the second Mughal Emperor?
 - i. Rana Sanga
 - ii. Sher Shah Suri
 - iii. Ibrahim Lodhi
 - iv. Humayun

THE MODERN WORLD: AGE OF EXPLORATION

Key points of the chapter

1. Voyages of discovery
2. Renaissance and Reformation
3. Industrial Revolution and its impact
4. 'Thirty Years War' in Europe
5. Age of Enlightenment
6. French Revolution and its impact

Sample lesson plan 1

Learning Objectives

At the end of the lesson, students should be able to :

- describe key concepts, prominent figures, and artistic achievements of the Renaissance and the Age of Enlightenment

Introduction to the Renaissance (5 minutes)

Begin by writing the word "Renaissance" on the board and ask students if they know what it means. Briefly discuss the meaning of the Renaissance as a "rebirth" and its significance in Europe. Show pictures of Renaissance artworks and ask students what they notice about them. Discuss the characteristics of Renaissance art, such as realism and the use of perspective.

Renaissance Artists and Inventors (10 minutes)

Divide the class into small groups and distribute index cards or small pieces of paper. Assign each group a prominent artist or inventor from the Renaissance, such as Leonardo da Vinci or Michelangelo. Instruct students to research their assigned figure and write down three key accomplishments or contributions on their index cards. Ask each group to present their findings to the class, briefly discussing the assigned figure's work and impact on the Renaissance.

Age of Enlightenment Discussion (10 minutes)

Introduce the concept of the Age of Enlightenment and its focus on reasoning, logic, and humanism. Provide printed excerpts from influential Enlightenment thinkers and distribute them among the students.

In small groups, ask students to read and discuss the excerpts, highlighting key ideas and reflecting on their significance.

Facilitate a whole-class discussion, allowing students to share their insights and engage in a dialogue about the impact of Enlightenment ideas on society.

Interactive Timeline (10 minutes)

Divide the class into pairs or small groups.

Provide each group with a set of events or milestones related to the Renaissance, Industrial Revolution, and Age of Enlightenment.

Instruct students to arrange the events chronologically on their desks or on the floor.

CORE VOCABULARY

avenue
classical
enlightenment
accelerate
gravity
maritime
tremendous
revolutionise
fossil
devastating
subsequent

Once the timelines are complete, ask each group to briefly explain the significance of one event or milestone on their timeline.

Reflection and Conclusion (5 minutes)

Ask students to individually reflect on what they have learned during the lesson.

Have a brief class discussion, allowing students to share their reflections and any questions they may have. Summarize the main points covered in the lesson, emphasizing the impact of the Renaissance, Industrial Revolution, and Age of Enlightenment on European society. Conclude the lesson by highlighting the importance of critical thinking, creativity, and the pursuit of knowledge.

<p>Class work: Do Question 1 from Review Your Learning</p>	<p>Homework: Instruct students to create their own piece of art inspired by the Renaissance style. Students can use various mediums, such as painting, sketching, or sculpture, to showcase their understanding of Renaissance aesthetics.</p> <p>Pre-reading for next lesson: textbook pages 89–92</p>
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Sample lesson plan 2

Lesson Objectives

At the end of the lesson, students should be able to:

- Describe European voyages of discovery during the Age of Exploration
- Describe the impact of these voyages on world history

Duration: 40 minutes

Resources: textbook page 89–92; political and physical maps of the world

Introduction: 5 minutes

Begin the lesson by asking students what they know about the Age of Exploration. Write down their responses on the board.

Show a map or visual aid depicting the world during the 15th to 17th centuries and point out the regions explored by Europeans.

Explain that the Age of Exploration was a period when European explorers sailed the seas in search of new lands, trade routes, and resources.

Explanation: 20 minutes

Read pages 89–92. Ask students, why in their opinion the Europeans sailed far and wide for trade. Why was trade so important for them? Similarly ask about culture, as to why would they be interested in exploring new cultures. Show a political map of the world and elicit responses from students as to why they preferred sea routes to reach far-off parts of the world instead of travelling by land. What possible difficulties they might have faced due to travelling by land.

Discuss the reasons for exploration; the possible purposes, discoveries, the opportunities availed, and the political dynamics at home. Ask students if they know how the maps could help sailors explore the sea and reach their destination. For example, discuss the Portolan charts and its components. How useful was this instrument for the sailors?

With respect to Portuguese expeditions, let the students take a chance at why possibly the Portuguese wanted to explore the marine route to India.

Ask the students to look at the Cantino world map on page 4. It is possible to see the fine lines drawn all over the map, as well as colourful objects strewn all over. Discuss the features of the map. How does this map resemble to the present map of the world?

Now that you have explained and discussed explorations and their purposes in great depth, have a look at the famous explorers and their expeditions. It is a good idea to begin by charting the course of each explorer's journey on the board via maps. For example, begin with Vasco da Gama. Write his name and location and circle it; ask students to name his first destination and the sea route he took. Vasco da Gama began from Portugal to reach Indian Ocean via southern coast of Africa and Cape of Good Hope. Continue to complete the thread until the last destination. Repeat the same exercise for Christopher Columbus.

Conclusion: 5 minutes

Discuss with students: 'In what ways are the expeditions undertaken in those times useful to humankind in the present times?' Are those discoveries still valid?

Class work: 10 minutes

Students will draw the timeline of Vasco da Gama's journey in a new, creative manner in their notebooks. They can do as they like i.e. charts, flowcharts, on a hand-drawn map, or any other way.

Homework: Students could research on why Prince Henry 'The Navigator' is called the pioneer of the Age of Exploration.

Pre-reading task for next lesson: textbook pages 93–95

Suggested Activities:

1. Interactive Timeline:

Create a large timeline on a classroom wall or using an online tool. Assign different students or groups to research and present key events and figures from the Renaissance and Age of Exploration. As each presentation is made, place the corresponding event or person on the timeline. This activity encourages collaboration and visual representation of historical events.

2. Historical Role-Play:

Divide students into small groups and assign each group a specific historical figure or explorer from the Renaissance or Age of Exploration period. Ask them to research and prepare a short skit or role-play depicting the experiences and achievements of their assigned character. This activity encourages students to understand the perspectives and motivations of historical figures.

3. Renaissance Art Gallery:

Organize a class art gallery featuring famous Renaissance artwork. Assign each student or group a specific artist or artwork to research and present. Encourage students to create replicas of the artwork or develop digital presentations to showcase their findings. This activity promotes appreciation for Renaissance art and encourages students to analyze the techniques and themes depicted.

4. Explorers' Travel Journals:

Ask students to imagine they are explorers during the Age of Exploration. Instruct them to create travel journals or diaries detailing their adventures, challenges, and discoveries. They can

incorporate illustrations, maps, and written entries to document their journeys. This activity encourages creativity and helps students empathize with the experiences of historical explorers.

5. Renaissance Inventions Fair:

Assign students different Renaissance inventions or scientific discoveries to research. Have them create interactive displays or models showcasing the inventions and explaining their impact on society. Organize a classroom fair where students can present their displays to their classmates, promoting hands-on learning and understanding of Renaissance innovations.

Review Your Learning

1. Students will answer this question independently by comparing architecture achievements of both time periods. Encourage them to recall what they had studied in grade 6 and 7 about Roman and Greek architecture. They may as well use Online sources for research.
2.
 - a. Europeans started exploring the world in search of new lands to expand their territories.
 - b. They aspired to find faster trade routes and potential markets for their products.
 - c. The tales of the wealth of the Orient brought back by the travellers inspired curiosity in other Europeans.
 - d. Kingdoms and countries in Europe were competing with one another for supremacy, power, and control over foreign land and resources.
 - e. They had developed well-designed ships and navigation techniques that could aid their voyages.
 - f. New maps called 'The Portolan Charts' that showed the coastline and obstacles in the sea had been developed for navigation in the 13th century. These charts contained knowledge regarding the seas and oceans, and were remarkably accurate. Along with complete sailing directions, these charts were used with the help of the compass.
3. Students may extract their answer from pages 90-92
4. The Industrial Revolution started in Britain because it was the first to invent machinery and new engineering techniques such as Spinning Jenny, Steam engine, railways and telegraph.
5. Steam Engines helped people to pump water from coalmines and shift loads of coal to the surface. It helped the railway to connect faraway towns with urban areas. This way the peasants and farmers were able to commute to previously unreachable places such as cities to take up work in factories.
6. Students should analyse the importance of rail links, e.g. transportation of raw material and workers to industries, and finished goods to ports or markets.
7. As the war ended in 1648, some parties involved in the war signed a series of peace treaties called the 'Peace of Westphalia'. Following are the impacts of the Thirty Year's War on Europe:
 - European countries assumed either Catholicism or Protestantism as their state religion.
 - Minorities were ensured religious freedom to keep religious clashes at bay.
 - Population in Europe took a nosedive because of the rampant food shortage and disease.
 - Major economic crisis hit Europe.
8. In the 18th century France, the Church and the nobles moved away from their religious duties to accumulate wealth through taxes. On the contrary, the ordinary man suffered from poverty while paying taxes to the Church, local lord, and the monarchy. Soon the educated people understood the common man on the street was being exploited in the name of power and religion. Hence,

they called for an uplifting of the prevalent social laws that came to be known as the French Revolution.

9. Students will write the answer to this question using their critical thinking skills. It would be fruitful to hold a class discussion to brainstorm ideas before the students attempt this question.

Think and choose

- i. Any option in the 1830-40's span is right. The correct answers can be 1832, 1835, and/or 1837.
- ii. a. Waterloo
- iii. c. 16th century

Activity

Map study

Create groups of students and assign each group an explorer. This way students will engage in team work and learn how to collaborate. Students should refer to the political map of the world in Oxford School Atlas for Pakistan and trace the outline of the political map of the world. Mark the countries discovered by the explorer assigned to their group. Develop a key for the places and route discovered by that explorer.

For example, for Vasco da Gama, students should mark and label Portugal, southern coast of Africa, Cape of Good Hope, Indian Ocean, and Port of Calicut in India. They should develop a key for these places by assigning each place a symbol. They should trace the voyage starting from Portugal all the way to the port of Calicut in India. They could also draw arrows to show the direction of the journey.

Documentary review

Teachers should shortlist the documentaries and share the list with students.

The documentary could be played in the classroom or the auditorium or students could watch it at home.

Students should take notes keeping in view the nature of review.

Later, you can hold a quick review session in the classroom. Allow each student to present his/her own view as the focus on independent thinking.

WORKSHEET 7**1. Write answers to the following questions.**

a. What were 'The Portolan Charts'? How exactly did they help the sailors?

b. Briefly explain the impact of the voyages of discoveries.

c. Define the term 'Renaissance'. Why was it called the 'Age of Enlightenment'?

d. Outline the significant achievements of the following people:

i. Leonardo da Vinci

ii. Marco Polo

iii. Galileo Galilei

WORKSHEET

iv. Isaac Newton

e. Describe the downfall of Napoleon Bonaparte.

2. Fill in the blanks

- The Age of Exploration was also known as _____.
- Prince Henry, also called _____, is considered the pioneer of the Age of Exploration.
- The primary features of the 16th century structures were merged with _____ techniques.
- The Agricultural Revolution of the 18th century provided a fertile climate for _____ due to abundance of raw material produced locally.
- The French Revolution ended in 1799 after uprooting the _____ and feudal system, and the establishment of a _____.

3. Match the correct dates to the events.

Event	Date
Age of Exploration	January 8, 1324
Birth of Christopher Columbus	15 th –17 th century
Death of Marco Polo	1642
Birth of Isaac Newton	1451
Beginning of the Industrial Revolution	18 th century

WORKSHEET

4. Select the correct option for the following.

- a. The Portuguese were pioneers in exploring the world by discovering new _____ routes.
- land
 - sea
 - air
- b. On his _____ and final voyage in 1502, Christopher Columbus reached the coast of _____ and explored the _____ coast again.
- Fourth, North America, South American
 - Third, South American, North American
 - Fourth, Atlanta, South American
- c. Renaissance helped European societies out of the _____.
- French colonialism
 - Dark Ages
 - Revolution
- d. During the 18th century Industrial Revolution, _____ societies moved towards _____ resulting in remarkable progressions.
- agricultural, mechanics
 - agricultural, industrial
 - post-industrial, agricultural
- e. Which invention played a significant role in revolutionizing the textile industry during the Industrial Revolution?
- Steam engine
 - Telegraph
 - Spinning Jenny
 - Railways
- f. What invention led to the rapid expansion of cities during the Industrial Revolution?
- Telegraph
 - Railways
 - Steam engine
 - Spinning Jenny
- g. _____ encouraged Europeans to question the authority of the _____ Church.
- Reformation, Protestant
 - French Revolution, Protestant
 - Reformation, Catholic

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